

**District:** Redmond SD 2J  
**School:** Sage Elementary School

The purpose of the Report Card Rating Details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

## Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
<b>Academic Achievement</b> <i>(page 3)</i>	Level 4	70.0%	25	17.5
<b>Academic Growth</b> <i>(page 4)</i>	Level 4	80.0%	50	40.0
<b>Subgroup Growth</b> <i>(page 5)</i>	Level 2	46.7%	25	11.7
<b>Number of Missed Participation Targets*</b> <i>(page 6)</i>	0	NA		
* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets, starting in 2012-13.			<b>Totals**</b>	<b>69.2</b>
** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.			<b>Weighted Percent</b>	<b>69.2%</b>

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

Federal Reporting Designations	
Received Title I Funds in 2013-14 (Y/N)	Y
ESEA Designation (if any)	

This school participated in the Smarter Balanced field test. The available OAKS tests may not be representative of all students required to test. Interpret the overall school rating and the performance indicator ratings with caution.

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The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

<b>Academic Achievement</b> (page 3)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 3	3	5
<b>Total</b>	<b>Level 4</b>	<b>7</b>	<b>10</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 70.0%			

<b>Category Level Cutoffs</b>	
<b>Level</b>	<b>% of Points Earned</b>
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

<b>Academic Growth</b> (page 4)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
<b>Total</b>	<b>Level 4</b>	<b>8</b>	<b>10</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 80.0%			

<b>Subgroup Growth</b> (page 5)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
<b>Reading</b>			
Economically Disadvantaged	Level 4	4	5
English Learners	Not Rated	0	0
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities <sup>1</sup>	Level 1	1	5
<b>Math</b>			
Economically Disadvantaged	Level 3	3	5
English Learners	Not Rated	0	0
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities <sup>1</sup>	Level 2	2	5
<b>Total</b>	<b>Level 2</b>	<b>14</b>	<b>30</b>
<b>Percent of Points Earned = Total Points Earned / Total Points Eligible</b> 46.7%			

1. Includes American Indian/Alaskan Native, Pacific Islander, Black, and Hispanic students.

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The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	87.2 & above	82.3 & above
Level 4	72.0 to 87.1	69.0 to 82.2
Level 3	58.8 to 71.9	49.2 to 68.9
Level 2	49.6 to 58.7	39.3 to 49.1
Level 1	Less than 49.6	Less than 39.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	270	73.3	277	75.8	74.6
Economically Disadvantaged <sup>1</sup>	Level 3	148	59.5	161	63.4	61.5
English Learners <sup>1</sup>	Level 1	18	22.2	32	37.5	32.0
Students with Disabilities <sup>1</sup>	Level 1	47	19.1	50	42.0	30.9
Underserved Races/Ethnicities <sup>1</sup>	Level 1	33	45.5	51	51.0	48.8
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	57.1
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Level 1	29	44.8	47	48.9	47.4
Asian <sup>1</sup>	Not Rated	*	*	*	*	*
White <sup>1</sup>	Level 4	226	77.9	215	81.4	79.6
Multi-Racial <sup>1</sup>	Not Rated	9	55.6	9	77.8	66.7

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	270	58.1	277	66.1	62.2
Economically Disadvantaged <sup>1</sup>	Level 3	148	46.6	161	57.1	52.1
English Learners <sup>1</sup>	Level 1	18	11.1	32	21.9	18.0
Students with Disabilities <sup>1</sup>	Level 1	47	14.9	50	38.0	26.8
Underserved Races/Ethnicities <sup>1</sup>	Level 1	33	33.3	51	39.2	36.9
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	57.1
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Level 1	29	31.0	47	38.3	35.5
Asian <sup>1</sup>	Not Rated	*	*	*	*	*
White <sup>1</sup>	Level 3	226	61.9	215	73.0	67.3
Multi-Racial <sup>1</sup>	Not Rated	9	55.6	9	55.6	55.6

1. These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
2. Included in the Underserved Races/Ethnicities subgroup.

**Data notes:**

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
- \* Fewer than 6 students tested in the last two years combined
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

This school participated in the Smarter Balanced field test. The available OAKS tests may not be representative of all students required to test. A school will not receive a rating in this indicator if there is a >= 40% decrease in the number of OAKS tests from 2012-13 to 2013-14. Interpret the Academic Achievement indicator ratings with caution.

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The Academic Growth indicator uses the Colorado Growth Model to measure student growth in reading and mathematics as compared to academic peers (i.e., students throughout the state who have a similar reading or math test score history). Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

The growth model looks at a student’s growth as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student’s growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile which represents “typical” growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have On Track growth:

- If the Combined Median Growth Percentile = Combined Median Growth Target, then On Track Growth = ‘Yes’
- If the Combined Median Growth Percentile < Combined Median Growth Target, then On Track Growth = ‘No’

On Track growth is used to determine the growth levels (see the Growth Level Cutoffs table in the upper right corner of this page).

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	Level 4	171	43.0	172	53.0	49.0	27.0	Yes
Mathematics (All Students)	Level 4	173	49.0	173	54.0	51.0	37.5	Yes

**Data notes:**

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating
- \* Fewer than 6 students with growth percentiles.
- NA Not applicable

This school participated in the Smarter Balanced field test. The available OAKS tests may not be representative of all students required to test. A school will not receive a rating in this indicator if there is a >= 40% decrease in the number of OAKS tests from 2012-13 to 2013-14. Interpret the Academic Growth indicator ratings with caution.

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The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	91	38.0	91	51.0	46.0	38.5	Yes
English Learners	Not Rated	10	21.5	14	49.5	32.0	72.5	NA
Students with Disabilities	Level 2	22	25.0	29	51.0	44.0	70.0	No
Underserved Races/Ethnicities	Level 1	22	32.5	22	41.5	33.5	57.5	No
American Indian/Alaska Native <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Black/African American <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino <sup>1</sup>	Level 1	20	30.0	21	42.0	37.0	56.0	No
Asian <sup>2</sup>	Not Rated	*	*	*	*	*	*	NA
White <sup>2</sup>	Level 4	144	47.5	142	53.0	50.0	24.0	Yes
Multi-Racial <sup>2</sup>	Not Rated	*	*	6	67.0	55.0	45.0	NA

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 3	93	43.0	92	52.0	46.0	50.0	No
English Learners	Not Rated	10	24.5	14	52.0	42.5	71.5	NA
Students with Disabilities	Level 2	24	31.5	30	55.0	42.0	71.0	No
Underserved Races/Ethnicities	Level 2	22	40.0	22	51.0	44.5	60.0	No
American Indian/Alaska Native <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Black/African American <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino <sup>1</sup>	Level 3	20	40.0	21	51.0	45.0	60.0	No
Asian <sup>2</sup>	Not Rated	*	*	*	*	*	*	NA
White <sup>2</sup>	Level 4	146	50.0	143	54.0	52.0	34.0	Yes
Multi-Racial <sup>2</sup>	Not Rated	*	*	6	68.5	60.0	64.0	NA

- Included in the Underserved Races/Ethnicities subgroup.
- These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable

This school participated in the Smarter Balanced field test. The available OAKS tests may not be representative of all students required to test. A school will not receive a rating in this indicator if there is a  $\geq 40\%$  decrease in the number of OAKS tests from 2012-13 to 2013-14. Interpret the Subgroup Growth indicator ratings with caution.

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All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. The overall school rating as well as the Academic Achievement, Academic Growth, and Subgroup Growth indicator ratings depend upon student test scores. These ratings are valid only when schools uniformly test all students. As a result, schools with one or more subgroups missing the participation target will receive a reduction in their overall school rating by one Level.

**Participation Target: 94.5%**

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	279	289	0	1	100.0	99.7	99.8	Combined
Economically Disadvantaged	Met	157	168	0	0	100.0	100.0	100.0	Current
English Learners	Met	18	33	0	0	100.0	100.0	100.0	Current
Students with Disabilities	Met	49	50	0	1	100.0	98.0	99.0	Combined
Underserved Races/Ethnicities	Met	34	52	0	1	100.0	98.1	98.9	Combined
American Indian/Alaska Native <sup>1</sup>	Not Rated	4	3	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	0	1	0	0	--	100.0	100.0	NA
Black/African American <sup>1</sup>	Not Rated	0	0	0	0	--	--	--	NA
Hispanic/Latino <sup>1</sup>	Met	30	48	0	1	100.0	98.0	98.7	Combined
Asian	Not Rated	2	3	0	0	100.0	100.0	100.0	NA
White	Met	234	225	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	9	9	0	0	100.0	100.0	100.0	NA

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	279	289	0	1	100.0	99.7	99.8	Combined
Economically Disadvantaged	Met	157	168	0	0	100.0	100.0	100.0	Current
English Learners	Met	18	33	0	0	100.0	100.0	100.0	Current
Students with Disabilities	Met	49	50	0	1	100.0	98.0	99.0	Combined
Underserved Races/Ethnicities	Met	34	52	0	1	100.0	98.1	98.9	Combined
American Indian/Alaska Native <sup>1</sup>	Not Rated	4	3	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	0	1	0	0	--	100.0	100.0	NA
Black/African American <sup>1</sup>	Not Rated	0	0	0	0	--	--	--	NA
Hispanic/Latino <sup>1</sup>	Met	30	48	0	1	100.0	98.0	98.7	Combined
Asian	Not Rated	2	3	0	0	100.0	100.0	100.0	NA
White	Met	234	225	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	9	9	0	0	100.0	100.0	100.0	NA

- Included in the Underserved Races/Ethnicities subgroup.
- The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

This school participated in the Smarter Balanced field test. Note that the combined rate for this school includes both OAKS and field test participants.



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The tables below display the Smarter Balanced field test and OAKS participation rates by grade and subject, and are only applicable to schools that administered the field test in 2013-14. The OAKS participation rate must be at least 94.5% in each field test grade and subject to include OAKS scores in the Academic Achievement, Academic Growth, and Subgroup Growth indicators.

Field test schools may choose to appeal the inclusion or exclusion of OAKS scores. In the event of a successful appeal, the "Include OAKS" field below will reflect the result of the appeal (either the inclusion or exclusion of OAKS scores) regardless of the OAKS participation rate. The Academic Achievement, Academic Growth, and Subgroup Growth indicators will reflect the inclusion or exclusion of OAKS scores based on the successful appeal.

**Participation Target: 94.5%**

<i>Reading</i>	Field Test Grade <sup>1</sup>	Include OAKS <sup>2</sup>	Total Students <sup>3</sup>	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	98	0	--	98	100.0
Grade 4	Yes	Yes	87	85	97.7	86	98.9
Grade 5	No	Yes	105	0	--	105	100.0
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	NA	NA	NA	0	--	0	--
Grade 8	NA	NA	NA	0	--	0	--
Grade 11	NA	NA	NA	0	--	0	--

<i>Math</i>	Field Test Grade <sup>1</sup>	Include OAKS <sup>2</sup>	Total Students <sup>3</sup>	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	Yes	Yes	98	94	95.9	98	100.0
Grade 4	No	Yes	87	0	--	86	98.9
Grade 5	Yes	Yes	105	104	99.0	105	100.0
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	NA	NA	NA	0	--	0	--
Grade 8	NA	NA	NA	0	--	0	--
Grade 11	NA	NA	NA	0	--	0	--

1. Indicates whether the school administered the Smarter Balanced field test in the tested grade.
2. Indicates whether the Academic Achievement, Academic Growth, and Subgroup Growth indicators will include OAKS scores from the respective field test grade and subject.
3. This is the denominator for the field test and OAKS participation rates, and represents all students enrolled on the first school day in May.

**Data notes:**

- \* Fewer than 6 students tested in the last two years combined.